Course Description: A study of the history of the school counseling profession; ethical and legal issues in school counseling; professional school counselor roles, standards and functions; professional organizations and credentialing practices.

Conceptual Framework
1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
4. Use technology to support assessment, planning and instruction for promoting student learning;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Referenced Standards
AL-SDE 290-3-3-.50 (3)(a)1.(i) – Knowledge of history, philosophy, and trends in school counseling and educational systems.
AL-SDE 290-3-3-.50 (3)(a)1.(ii) – Knowledge of professional roles and responsibilities including relationships and collaborations with other service providers.
AL-SDE 290-3-3-.50 (3)(a)1.(iii) – Knowledge of ethical and legal standards, as determined by appropriate professional organizations, legislation, and court decisions.
AL-SDE 290-3-3-.50 (3)(c)1.(iii) – Knowledge of a general framework for understanding exceptional abilities and strategies for differentiated interventions.
AL-SDE 290-3-3-.50 (3)(c)1.(iv) – Knowledge of the influence of multiple factors, (such as abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
AL-SDE 290-3-3-.50 (3)(e)1.(iii) – Knowledge of a general framework for understanding and practicing consultation.
AL-SDE 290-3-3-.50 (3)(i)1.(i) – Knowledge of ethical and legal considerations specifically related to the practice of school counseling.
AL-SDE 290-3-3-.50 (3)(i)1.(ii) – Knowledge of roles, functions, settings, and professional identity of the school counselor.
AL-SDE 290-3-3-.50 (3)(i)1.(iii) – Knowledge of current models of school counseling programs (such as American School Counseling Association, ASCA National Model) and their integral relationship to the total educational program.
AL-SDE 290-3-3-.50 (3)(k)1.(i) – Knowledge of cultural, ethical, economic, legal and political issues surrounding diversity, equality, and excellence in terms of student learning.
AL-SDE 290-3-3-.50 (3)(k)1.(iii) – Knowledge of the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
AL-SDE 290-3-3-.50 (3)(k)1.(iv) – Knowledge of multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.
AL-SDE 290-3-3-.50 (3)(l)1.(ii) – Knowledge of models of program evaluation for school counseling programs.
AL-SDE 290-3-3-.50 (3)(l)1.(v) – Knowledge of the outcome research data and best practices identified in the school counseling research literature.
AL-SDE 290-3-3-.50 (3)(m)2.(iii) – Ability to implement differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.
AL-SDE 290-3-3-.50 (3)(n)1.(i) – Knowledge of coordination, placement, and referral procedures.
AL-SDE 290-3-3-.50 (3)(n)1.(ii) – Knowledge of consultation models and their application in assisting teachers and administrators to develop curriculum and learning environments that respond to the developmental and remedial needs of students; and coordinating the efforts of parents, school staff, and agency personnel to enhance students’ learning.
AL-SDE 290-3-3-.50 (3)(o)1.(iii) – Knowledge of the important role of the school counselor as a system change agent.
AL-SDE 290-3-3-.50 (3)(o)1.(iv) – Knowledge of the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.
CACREP.2.K.1 - PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:
CACREP.2.K.1.a - history and philosophy of the counseling profession, including significant factors and events;
CACREP.2.K.1.b - professional roles, functions, and relationships with other human service providers;
CACREP.2.K.1.c - technological competence and computer literacy;
CACREP.2.K.1.d - professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
CACREP.2.K.1.e - professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
CACREP.2.K.1.f - public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;
CACREP.2.K.1.g - advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;
CACREP.2.K.1.h - ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling;
CACREP.6.SCH.A.1 - history, philosophy, and current trends in school counseling and educational systems;
CACREP.6.SCH.A.3 - role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
CACREP.6.SCH.A.5 - knowledge of the school setting, environment, and pre-K–12 curriculum;
CACREP.6.SCH.A.6 - current issues, policies, laws, and legislation relevant to school counseling;
CACREP.6.SCH.A.7 - the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;
CACREP.6.SCH.A.9 - knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices;
CACREP.6.SCH.A.10 - ethical and legal considerations related specifically to the practice of school counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors);
CACREP.6.SCH.B.1 - advocacy for all students and for effective school counseling programs;
CACREP.6.SCH.B.3 - integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K'12 students in maximizing their academic, career, and personal/social development;
CACREP.6.SCH.B.4 - promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate.
CACREP.6.SCH.C.3.a - strategies to promote, develop, and enhance effective teamwork within the school and larger community;
CACREP.6.SCH.C.3.b - theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate;
CACREP.6.SCH.C.3.c - strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children;

Prerequisites: None

Required Readings:
Articles and handouts as assigned in class.
LiveText

Instructional Modalities: Lecture, discussion, case studies, cooperative learning, experiential exercises.

Student Outcomes & Course Competencies

Course Objectives: Upon completion of this course, students shall demonstrate knowledge and understanding of the following:

1. A general framework for understanding exceptional abilities and strategies for differentiated interventions (AL-SDE 290-3-3-.50 (3)(c)1.(iii)).
2. The influence of multiple factors, (such as abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students (AL-SDE 290-3-3-.50 (3)(c)1.(iv)).
3. A general framework for understanding and practicing consultation; theories, models, and processes of consultation and change and their applications in assisting teachers, administrators, other school personnel to develop curriculum and learning environments that respond to the developmental and remedial needs of students; and coordinating the efforts of parents, school staff, community groups, and agency personnel to enhance students’ learning (AL-SDE 290-3-3-.50 (3)(e)1.(iii), AL-SDE 290-3-3-.50 (3)(n)1.(ii), CACREP.6.SCH.C.3.b)).
4. Current models of school counseling programs (such as American School Counseling Association, ASCA National Model) and program evaluation, outcome research data and best practices identified in the school counseling research literature, and the integral relationship to the total educational program (AL-SDE 290-3-3-.50 (3)(i)1.(iii), AL-SDE 290-3-3-.50 (3)(I)1.(ii), AL-SDE 290-3-3-.50 (3)(I)1.(v)).
5. Cultural, ethical, economic, legal and political issues surrounding diversity, equality, and excellence in terms of student learning; the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling (AL-SDE 290-3-3-.50 (3)(k)1.(i), CACREP.6.SCH.A.7).
6. Ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families (AL-SDE 290-3-3-.50 (3)(k)1.(iii)).
7. Multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement (AL-SDE 290-3-3-.50 (3)(k)1.(iv)).

8. Ability to implement differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement (AL-SDE 290-3-3-.50 (3)(m)2.(iii)).

9. The important role of the school counselor as a system change agent (AL-SDE 290-3-3-.50 (3)(o)1.(iii)).

10. The school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings (AL-SDE 290-3-3-.50 (3)(o)1.(iv)).

11. The history, philosophy, current status, & current trends in school counseling & educational systems, including significant factors & events; (AL-SDE 290-3-3-.50 (3)(a)1.(i), CACREP.2.K.1.a, CACREP.6.SCH.A.1)

12. Professional roles, functions, responsibilities, settings, & professional identity of the school counselor including relationships and collaborations with other professional & support personnel in the school, & other service providers; knowledge of the school setting, environment, and pre-K—12 curriculum; (AL-SDE 290-3-3-.50 (3)(a)1.(ii), AL-SDE 290-3-3-.50 (3)(i)1.(ii), CACREP.2.K.1.b, CACREP.6.SCH.A.3, CACREP.6.SCH.A.5, CF 6)

13. Technological competence, computer literacy, & application of current & emerging technology in education & school counseling to assist students, families, & educators in using resources that promote informed academic, career & personal/social choices; (CACREP.2.K.1.c, CACREP.6.SCH.A.9, CF 4)

14. Professional organizations, including ACA, its division, branches & affiliates; membership benefits, activities, services & current emphases; credentialing, certification & accreditation practices & standards, & the effect of public policy on these issues; (CACREP.2.K.1.d, CACREP.2.K.1.e, CF 1)

15. Public & private policy processes, including the role of the school counselor in advocating on behalf of the profession, advocating for all students & for effective school counseling programs; & advocacy processes needed to address institutional & social barriers; (CACREP.2.K.1.f, CACREP.2.K.1.g, CACREP.6.SCH.B.1)

16. The ethical standards of ACA & ASCA and the ethical and legal considerations related specifically to the practice of school counseling as determined by appropriate professional associations, legislation, and court decisions; (AL-SDE 290-3-3-.50 (3)(a)1.(iii), AL-SDE 290-3-3-.50 (3)(i)1.(i), CACREP.2.K.1.h, CACREP.6.SCH.A.10, CF 1)

17. Current issues, policies, laws & legislation relevant to school counseling; (CACREP.6.SCH.A.6)

18. Coordination, placement, referral procedures; strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children. (AL-SDE 290-3-3-.50 (3)(n)1.(i), CACREP.6.SCH.C.3.c).

19. Integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K'12 students in maximizing their academic, career, and personal/social development. (CACREP.6.SCH.B.3)

20. Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate. (CACREP.6.SCH.B.4)

21. Strategies to promote, develop, and enhance effective teamwork with the school and larger community. (CACREP.6.SCH.C.3.a)
**Evaluation**

**Course Requirements**

<table>
<thead>
<tr>
<th>Outcomes &amp; Competencies</th>
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<tbody>
<tr>
<td>interview report/observation -15%</td>
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<tr>
<td>Literature Review – 15%</td>
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<tr>
<td>Portfolio – 15%</td>
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<tr>
<td>Classroom Guidance – 15%</td>
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<tr>
<td>Midterm exam – 15%</td>
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<tr>
<td>Final exam – 15%</td>
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<tr>
<td>Student Participation – 10%</td>
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</tbody>
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| Objectives 12, 16, 17, 18, 19, 20 |
| Objectives 4, 11, 13 |
| Objectives 13 |
| Objectives 1, 8, 19, 20 |
| Objectives 1, 2, 4, 5, 6, 7, 9, 10, 11, 14, 15, 16, 17 |
| Objectives 2, 3, 5, 8, 15, 18, 19, 20, 21 |

**Grading Scale:**

A= 90% - 100%, B= 80% - 89%, C= 70% - 79%, D= 60% - 69%, F= Below 60%

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*Since counseling is an inexact science, part of the grade is a subjective, professional decision by the instructor.*

*Five points may be deducted from the total grade for each day an assignment is late.*

*You are expected to be present at all exams. It will be determined on a case-by-case basis if a make-up exam will be given. Documentation for the reason for the missed exam will be required, and the test will be taken in a timely manner, with the date and time set by the instructor.*

*Electronic devices are not allowed in the room during exams.*

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**Description of Course Requirements:**

1. **Attendance and Participation:** Students are expected to attend all classes, be on time, prepare for each class, and actively participate in discussions and class activities.

2. **Interview/Observation Report:** Interview a school counselor. The purpose of the interview is to obtain information about (a) the training and preparation of the counselor; (b) his/her roles and responsibilities; (c) the counselor's theoretical approach; (d) the types of ethical and legal issues encountered; (e) how the counselor assesses program effectiveness; (f) how the counseling program has been integrated into the school curriculum; (g) the community resources that the counselor uses; (h) if he/she is a member of any professional organizations; and (i) the counselor's perspective about the future challenges facing school counselors. As part of this project, the student will spend a total of 3 hours observing/shadowing the counselor.

Following the interview, students will write a 5-7 page report that will include (1) a summary of the information obtained; (2) reflections (thoughts, feelings, concerns, etc.) about the experience and issues discussed; (3) a log sheet including the date(s) and time(s) of the observation(s), as well as a brief summary (1 paragraph) of the observation. Each person in the class is to interview/observe a different counselor; let the instructor know in advance whom you plan to interview. A cover page, not included in the page count, should be stapled to the front of the project.

3. **Literature Review:** Pick a topic of particular interest related to school counseling and find 5 articles concerning that topic. Articles must be current (within the last 10 years) and found in professional/scholarly (peer-reviewed) journals; no book reviews or book chapters should be used. Include a cover page for the project. Write a summary (1-2 pp. each) for each article. Then write an overall project summary (2 pp.) reflecting on what you learned and how this topic/information is important to you as it relates to your role as a school counselor. The last page of your project should be a bibliography/reference page for each of your articles. Turn in your articles with the summaries. Make enough copies of your
bibliography/reference page to distribute to each class member and the professor. Be prepared to briefly highlight your findings for the class (3 min.). Adhere to APA style and format.

4. Portfolio: Your portfolio will be the groundwork for you to develop a comprehensive developmental counseling program for your school. This preliminary document will include the following: (a) student’s current resume; (b) a brochure made by the student representative of one the student might one day use as a school counselor; (c) Power Point presentation created by student to be used with a classroom guidance activity; (d) annual calendar with monthly activities included; (e) a referral form to be used by a teacher; (f) a self-referral form to be used by a student; (g) a sample counseling daily log sheet; and (h) a list of a minimum of 20 school/community agencies/resources including contact information (key individuals, phone, e-mail, mailing address, other); (i) an annotated bibliography including a minimum of 25 books suitable for elementary students; 10 books you could use with secondary students; 5 additional items (board games, videos, toys, etc.) that you would find useful to have in your counseling office. Your portfolio should also contain (j) the classroom guidance activities that you present to the class, as well as (j) copies of those that your classmates present.

5. Classroom Guidance Activities: Using Counseling Through Literature materials, prepare 3 classroom guidance lessons. For the first lesson, choose one of the lessons already prepared. Study the lesson plan and present the lesson in class following the directions given. For the second lesson, choose a different (not used thus far by anyone in the class) already prepared lesson and develop modifications to meet specific needs of students. Present the lesson to the class using your modification(s). For the third lesson, use the blank lesson plan sheet to plan an original lesson. Present your lesson to the class. For each of the three lessons you choose, provide copies for your classmates that they can file in their portfolios as well as a copy for the instructor.

6. Midterm exam

7. Final exam

Attendance
UNA’s attendance policy states “Graduate work is based on levels of maturity and seriousness of purpose which assume regular and punctual class attendance. In order to protect academic status, circumstances necessitating extended absences should be the basis for conferral with the appropriate college dean. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established in writing for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or professor-initiated withdrawal from class. Official written excuses for absences are issued only for absences incurred in connection with university-sponsored activities. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor.” (p.33) All faculty in the Counselor Education department have adopted the following policy:
If a student misses more than four classes, that student will be required to withdraw from the course. If the fifth absence occurs after the withdrawal deadline, the student will receive a failing grade.

Academic Honesty
Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of
the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor’s purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor’s proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.
4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

**Accommodation Statement**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).
Emergency Procedures
Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:

- Assist persons with physical disabilities, if needed.
- Do not use the elevators.
- Time permitting, close all doors and windows.
- Alert others in the building as you exit.

Faculty, staff and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

Electronic Devices
Cell phones and other electronic devices are not permitted in class and should not be visible or audible. If a student needs cell phone access for a personal emergency or on-call work situation, the student may keep the phone visible and in vibrate or silent mode. Permission of the instructor must be obtained prior to class in these situations.

Assignments submitted for this course shall not contain any portion of materials submitted in another course. Five points may be deducted for each day beyond the due date that late assignments are submitted.

Course content & tentative class schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>1/9</td>
<td>Introduction and Orientation</td>
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<tr>
<td>1/16</td>
<td>Transforming the School Counseling Profession</td>
<td>Chapter 1</td>
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<td>A Call for Change</td>
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<td>The ASCA National Model</td>
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<td>Accountability</td>
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<td>Becoming a Professional School Counselor</td>
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<td>Historical Roots &amp; Future Issues</td>
<td>Chapter 2</td>
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<td>The Rise of Professional School Counseling</td>
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<td>Future Issues</td>
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<td>Traditional &amp; Emerging Roles &amp; Practices</td>
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<tr>
<td>1/23</td>
<td>The ASCA National Model: Developing a Comprehensive, Developmental School Counseling Program</td>
<td>Chapter 3</td>
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<td>Outcomes Research on School Counseling Interventions and Programs</td>
<td>Chapter 4</td>
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<td>Which Students Benefit from Interventions</td>
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<td>What are Effective Methods for Delivering Services</td>
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</tbody>
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Interview Report due
1/30 Ethical, Legal & Professional Issues in School Counseling  Chapter 5
Professional Associations & Credentialing Orgs.
Ethical Standards & Laws
Sources of Information & Guidance
Making Decisions
Additional Legal Considerations
Confidentiality
Minor Consent Laws
Records & Personal Notes
HIPAA
Child Abuse & Suicide

2/6 Culturally Competent School Counselors: Affirming Diversity by Challenging Oppression  Chapter 6
Multicultural & Anti-oppression Terminology
Case Studies
Increasing Multicultural Competence
Multicultural Competence Checklist
Leadership and Achievement Advocacy for Every Student  Chapter 7
History of Social Advocacy
Challenging the Barriers

2/13 Systemic, Data-Driven School Counseling Practice and Programming for Equity  Chapter 8
Program Definition
Professional Foundations
Theoretical Foundations
Delivery
Evaluation

2/20 MIDTERM EXAM
Site Visit: Harlan Elementary—Lisa Rhodes
Lisa is an elementary school counselor in the Florence City School System at Harlan Elementary.
Helping Students with Mental and Emotional Disorders
Mental Disorders Usually First Diagnosed in Infants, Children & Adolescents
Other Disorders

**Guest Speaker—Barbara Valente’**
Barbara is a therapist for Riverbend Center for Mental Health where she specializes in working with the unique needs of children and adolescents.

Counseling Individuals & Groups in Schools
A Counseling Model for Children & Adolescents
Group Counseling

**Guest Speaker—Nancy Cooper**
Nancy Cooper is employed by the Russellville City School system as a counselor; Nancy also works with The Healing Place coordinating and delivering individual and group grief counseling services for children and adolescents, both on-site and in local schools.

Developmental Classroom Guidance
The Scope & Effect of Classroom Guidance
Developmental Theory
Crafting a Curriculum
Creating Units & Lessons

Classroom Guidance: __________________________________________

Classroom Guidance: __________________________________________

Promoting Educational & Career Planning in Schools
Systematic Career Planning Programs

**Lit. Review due**

Classroom Guidance: __________________________________________

Classroom Guidance: __________________________________________

University is closed for spring holidays

Consultation, Collaboration & Parent Involvement
Consultation Models
Consultation Process
Involving Parents
School Outreach

Accountability: Evaluating Programs, Assessing Needs, and Determining Outcomes
The SCPAC
Needs Assessment
Evaluating Programs & Assessing Outcomes
4/10  Guest Speaker—Robin Pharr
Robin is employed by the Franklin County School system; Robin’s roles have included serving as an elementary teacher, special education teacher, and school counselor. She currently supervises and coordinates school counseling, special education, and the state testing program in her system.

4/17  Systemic Approaches to Counseling Students Experiencing Complex and Specialized Problems
Chapter 14
- Approaches to Working with At-Risk Youth
- Demographics & Risk
- Working with Specific At-Risk Populations
- Conflict Resolution Program Development
- Conflict Resolution Program Implementation

Portfolio Due

4/24  The Professional School Counselor and Students with Disabilities
Chapter 15
- Serving Students with Disabilities
- Federal Legislation

5/1  Final Exam

*This schedule should be considered a tentative outline for the course and subject to change.*
UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

“Engaging Learners,
Inspiring Leaders,
Transforming Lives”

The College of Education’s Conceptual Framework, which establishes a shared vision in preparing educators to work effectively with candidate performance, scholarship, service and accountability; and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission:

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection.

The UNA College of Education prepares “Knowledgeable Practicing Professionals” who:

- Demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
- Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
- Form communities of learners through collaboration, teamwork and research-based approaches;
- Use technology to support assessment, planning and instruction for promoting student learning;
- Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
- Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable, practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all candidates to learn. Revised November 2007
I have received a copy of the syllabus for CHD 642. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

Name (please print) _________________________________________________

Signature _____________________________________ Date ________________